THE UNDERGRADUATE.

VOL. III. MIDDLEBURY, VT., FEBRUARY, 1878. NO. 5.

Middlebury College,

FOUNDED IN 1800.

THE COLLEGE is finely located in the midst of a beautiful park in the village of Middlebury, Vermont. The locality is healthful, and the College offers the advantage of thorough instruction at a moderate cost.

The requirements for admission and course of instruction are as follows:

REQUIREMENTS FOR ADMISSION.

LATIN.—Latin Grammar, including the Rules of Prosody and Scanning; Cæsar's Commentaries, four books, or Sallust's Conspiracy of Catiline; Cicero, six orations, including the four against Catiline; Virgil, the Bucolics, and six books of the Æneid; Arnold's Latin Prose Composition, to the VIIth Chapter.

GREEK.—Greek Grammar; Xenophon's Anabasis, three books; Homer's Iliad, two books.

Ancient and Modern Geography.

Arithmetic; Algebra through Equations of the Second Degree, and three books of Loomis' Geometry.

Real equivalents will be accepted in place of any of the Latin or Greek authors named above.

COURSE OF INSTRUCTION.

FRESHMAN CLASS.—Latin Grammar (Harkness), Livy (Lincoln's Selections), Cicero De Senectute and De Amicitia (Chase & Stuart), Horace's Odes and Epodes (Macleane), Homer's Odyssey (Merry), Herodotus and Thucydides (Mather), Xenophon's Memorabilia (Robbins), Latin Prose Composition (Arnold), Greek Prose Composition (Jones), Classical History and Antiquity, Etymology and Syntax of the Greek Verb (Hadley and Goodwin), Algebra (Davies' Bourdon), Geometry (Loomis).

SOPHOMORE CLASS.—Horace's Epistle and Satires (Macleane), Cicero, De Officiis or Tusculan Disputations (Chase), Tacitus, Histories or Germania and Agricola (Tyler), Sophocles, Lysias, Aristophanes, Exercises in writing Latin and Greek, German (Whitney's Grammar and Reader), Analytical Geometry (Loomis), Trigonometry, Plane and Spherical, Mensuration, Surveying, with practice in the field, Navigation (Loomis), Calculus (Loomis), Trench's Study of Words and English Past and Present, Rhetoric (Hart), Physiology (Dalton).

JUNIOR CLASS.—Quintilian (Frieze), Select Plays of Terence (Davies), or Satires of Juvenal (Escott), German (Whitney's Grammar and Reader), Natural Philosophy (Snell's Olmstead), Astronomy (Loomis), Chemistry (Elliot and Storer), Botany (Gray), Rhetoric (Whately), Logic (Jevons), Evidences of Christianity (Paley).

SENIOR CLASS.—Political Economy (Perry), International Law (Woolsey), History of Civilization (Guizot), Butler's Analogy, Fine Art (Torrey), Natural Theology (Paley), Intellectual Philosophy (Porter), Moral Science (Alexander, Peabody), History of Grecian Philosophy, Geology (Dana), Zoology (Tenney), English Literature (Taine), Forensic Discussions, Review of the Studies of the Year.

GENERAL INFORMATION.

Instruction is given chiefly in connection with text books, but in each department lectures are given by members of the Faculty, supplementing the text book and giving in concise form the latest investigations.

The Cabinet and Museum contains a large number of specimens, and is designed especially for the use of the classes in Natural History. The specimens are all placed under their respective classes and are conspicuously labeled.

The College Library contains over 12,000 volumes, and a permanent fund has been recently established for its enlargement.

There are also valuable libraries belonging to the Philomathesian and Philadelphian Societies.

A College Reading Room, free to all, has all the more important English and American periodical literature on file.

The instruction aims to be practical as well as theoretical, and for this reason, in Surveying and the use of the Transit, field practice is given.

A well-appointed Laboratory, with a separate desk for each student, furnishes unusual facilities for the study of Chemistry.

In Botany and Geology numerous expeditions into the surrounding country are organized. In Botany, each student is required to prepare a herbarium containing at least seventy-five specimens, and a prize is offered for the largest and best collection.

There are also numerous prizes offered for excellence in the different departments. These, in connection with the liberal aid by scholarships furnished to those whose circumstances require it, render the tuition of many practically free, and no young man of energy need be deterred by financial considerations from entering the College.

CALENDAR.

1877. Sept. 6.—Fall Term began, Thursday.
Dec. 18.—Fall Term ends, Tuesday.
Winter vacation of three weeks.
1878. Jan. 10.—Winter Term begins, Thursday.
Mar. 26.—Junior Exhibition, Tuesday evening.
Mar. 26—Winter Term ends, Tuesday.
Spring vacation of two weeks.
Apr. 11.—Spring Term begins, Thursday.
June 25.—Annual Examination begins, Tuesday.
June 30.—Baccalaureate Sermon and Anniversary of Philadelphian Society, Sunday.
July 1.—Examination of candidates for admission, Monday.
July 2.—Anniversary of the Associated Alumni.
July 3.—Commencement, Wednesday.
Summer vacation of ten weeks.
Sept. 12—Fall Term begins, Thursday.

For Catalogue and any information, address the President,

C. B. Hulbert,

Middlebury, Vt.

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JAMES E. NEGUS,

MERCHANT TAILOR

MIDDLEBURY, VT.

The Undergraduate.

VOL. III. MIDDLEBURY, VT., FEBRUARY, 1878. NO. 5.

TO A STAR.

O, happy, happy evening star,
Low sinking in the west,
Bear thou a message sweet, I pray,
To her I love the best.

Beam gently on her as she walks
Alone beside the sea;
Enfold her with thy purest light
And kiss her lips for me.

And whisper softly in her ear—
Tho' ocean's breadth doth sever,
As constant as thy changeless self
My love shall shine forever.

ST. VALENTINE.

Feb. 14, 1878.

MULTUM NON MULTA.

Nothing is more important to him who aims to be a scholar, than a correct idea of what education is. The Hebrew word *lamath*, meaning to teach or educate, has for its primary signification "to beat with a rod, to chastise;" because, the instruction being given orally, the stupidity of the pupil or the carelessness or impatience of the teacher would need to be supplemented by stripes. To be well taught was to be well whipped. This has a close connection with training, or discipline, though it applies it to the body rather than to the mind. Evidently the Pestalozzian system of education, which substitutes love for fear, pats for blows, did not prevail in the earlier Hebrew mind. If you desire to fill a morning-glory with water, you will not pour a stream of cold air on it; that would shut it up. You will rather bathe it in sunlight and warmth and all genial influences. Then it opens wide its cup and welcomes whatever you would give. So the mind must be approached softly if we would fill it with the treasures of wisdom and knowledge. They are the gentle, silent, still processes which effect the best educational results. Surround the soul with the love, joy and peace of God, with inner and outer calmness and quietness, and you have put it in the best condition for its education. Then it will go forth in its strength to do and to dare, and it will open itself and become receptive of all the good that is offered it.

Our word educate comes from the two words *e* and *duco*, which mean to lead forth. Education is a bringing out of the powers of our mind and heart, and a training and drilling of them for service. Too many make the mistake of thinking that education is a filling up of the mind with facts. But there is no greater bore, no more useless dullard in all the world, than your mere matter-of-fact man. A lumber-room is not a manufactory. Nor is a storehouse of the most precious material. A manufactory is a place of keen, glittering instruments, which will work up what comes to them and send it forth in forms of beauty and use. A mind filled with facts is not an educated mind. Facts are the cheapest things in all the world. For a trifle you can buy a book full of them, and then with a little exercise of memory transfer them to your mind. It is not the stuffing and cramming that constitute the process of education, but the evolution and training of the powers. The teacher's work is not to pour into the mind, but to draw out the faculties. Reason is to be exercised and strengthened. The imagination is to be developed and chastened. Taste is to be brought into harmony with the highest laws. The emotions are to learn the fields of their exercise. Conscience and will are to take their places and assume their sway. To train these powers is as definite work as to train so many soldiers. To fit each one to do its appropriate office and contribute to the welfare of the whole man is as noble work as mortal ever engaged in. I think very likely the

old Hebrew looked through the literal meaning of *lamath* and caught its tropical and spiritual sense. Such men as Moses, David, Nehemiah, Isaiah and Daniel show as high an idea of education, as consisting in the training and discipline of the faculties of the soul, as the world has ever seen.

Sometimes young men try to get by breadth of study what they can get only by depth. They want to make the college course more comprehensive, rather than more rigid and incisive. They think that their opportunities are increased by the multiplication of departments and professors. But there is no greater delusion. "Beware of the man of one book." Why? Because he is a man of mental *power*. He has learned to look at truth on more than one side of it. Having but one book he has learned to read it forwards and backwards; then he has begun in the middle and explored his way out from that point. He is master of it. Too many students go through books as they, in a railroad car, go through a country. They are carried through by their teachers and know little about it when they reach the end. The only remedy is to study *multum* rather than *multa*.

Plato questioned whether the invention of alphabetical writing was a benefit to mankind. He said that men used it as a go-cart to get through life with, rather than acquire the sinew and muscle of mind which training alone would give.

De Quincey makes a good division of books into literature of knowledge and literature of power. Some books teach us facts, and a moderate supply of them is good. We want to know some of the things that others have discovered. But the best books are those which arouse our minds, make them winged so as to go out on independent excursions after truth, and inspire us with a deeper and higher insight than mortal has yet had. The Bible is emphatically such a book. They are not the bare facts of it that have made it an untold blessing to humanity, but it comes into our life as a *power*. It stirs up the soul and brings it forth to noble purposes and deeds. Shakspeare and Paradise Lost belong to the same class. It is not as books of fact, but as soul-awakeners, that they have conferred their boon upon the race.

It is not so much discursive study that young men need as concentrated study. They need to hold the lens of thought on one point long enough for it to burn through and show them the wealth of treasure beneath. They should strive to get the power of walking all around a subject and seeing its every side. When they have acquired this power, they are educated. Achilles was the greatest warrior at Troy, not because he was the strongest, but his powers were best trained. That orator can do the most with his audience, not who has the most facts, but who can use his facts best.

From all this we conclude, that what our colleges need is not so much a wider course as a narrower — not *multa* but *multum*. Some of the best friends of Harvard College lament the folly that is perpetrated there of trying to teach so many things. Young men who can escape it may thank their stars. The course at Middlebury is broad enough. If the young men will unite with their teachers and help them in their desire to make the course deep and thorough, they will in twenty years be the men who will move the world. It is the training, the discipline of the powers, not a pouring in of facts from ten thousand sources, that will make the men truly educated and equipped for the battle of life.

G.

CARDINAL XIMENES.

History in its vast domain reveals to us men of every nature and condition. And in that long array, marching so solemnly by us, we may behold a countenance so stern, lofty and aspiring that we know it to be but the exterior covering and representation of that which is within; a mind of wonderful power and resources, a character singularly pure and untarnished and yet illustrative of strength, a career such as only such a combination of qualities could have produced,

a man and life that awaken in us the highest admiration and esteem. But as we look, we discover a dark line drawn through and shadowing all these, which excites in us pity and regret, a regret ever caused at seeing something lofty and noble lacking completeness. Such was Cardinal Ximenes of Spain. Though born in an age of moral and mental depravity, when the foundations of the institutions of the past, so grand and stern, were in decay and rottenness, he was endowed with a mind more suited to earlier purity and austerity. He had come into the world a century too late to find sympathy and encouragement; monastic rigor and strictness was a thing of the past; the exaltation of the mental and spiritual nature had descended into the wildest license and sensuality. But nature had given him an exalted mind, a lonely beacon to shine in that dark time. And when we say an exalted mind, we mean a mind preternaturally developed above that which was of the world and the flesh, demanding food such as only communion with God, the thoughts of men and itself could furnish. And yet what could preternatural development of the mind avail, alone in that wide world of sensuality and corruption, though severed, as it was, from all that was low and base! That mind, with all its power and purity, could have been borne down by lack of sympathy and encouragement, but especially by the opposition of all in association with it. Nature, however, was ready to supply the deficiency. United with, and perhaps in part growing out of, the power and purity of that mind was aspiration, that breathing upward after that which is above and beyond, like itself and yet immensely superior to itself, — that upward tendency of the soul when unfettered by that which is low and base. But this was not enough. How many noble and aspiring minds have failed! The opposition was too fierce and lasting! Nature, however, was prepared for this also. To these two noble qualities were added strength and courage; though the force of the mighty attacked and sought to overwhelm, the rock stood unmoved and unbroken. But moral strength might fail of the great end. Besides the strength for resistance and steadfastness, for the completion of the whole, independence must be united. And thus we behold in Ximenes this series of qualities which insured their own development and success.

Ximenes, however, attained not merely the success of his aspirations, but he accomplished an extraordinary life work. Men with the resources and the characteristics I have mentioned, might perform but a small work for themselves or others. He possessed a wild, indomitable energy; though preferring the retirement and and quiet of a monastic life or a hermit's cell, when brought forth into action, a slumbering spirit awoke which carried him on with a fury to the end. But the direction of these actions might have for evil, had not his stern and lofty soul worshiped the Being above; and in his enthusiasm for the glorification of him, he glorified that mystical representation of him upon earth, the church. We have said that there was something to regret. The qualities which he possessed he strengthened and developed; by a long series of self-mortifications he completed the crucifixion of all that was low and base in his nature, while at the same time he strengthened the independence of his soul. Interest in humanity he had not, for he had no need of humanity. And so his career which at first seems so unselfish, moves us with admiration and esteem. Yet his life may have manifested a more subtle form of selfishness in that he exalted the part of his being most dear to himself, the soul, in that he may have identified himself with the church and so in glorifying one glorified the other, in that his independence recognized no thoughts or purposes of others when different from his own, and finally in that he was indifferent to humanity and stood calmly alone. He was a rock in his strength and firmness, a rock in the singleness of his character, a rock in the hardness of his nature, so little tinctured with that which is gentle and tender. But whatever the man, and whatever the career, they must ever remain an object of our highest wonder and astonishment. We

stand in awe at their nature, and at the thought of what a human soul can accomplish.

CORRESPONDENCE.

UTILITY OF GOOD CONVERSATIONAL POWERS.

A college paper aims to benefit the institution, especially the students. They have the care, the labor, the expense; they should have some reward. Such papers seldom yield returns in gold. Hence the gains must be social or literary. They may be both. The managers and contributors come into intimate social relations. If they are gentlemen, they will converse together in a quiet, intelligent manner, and will discuss matters with candor and kindness. Much good comes of this. They get new thoughts; it may be discover some error in themselves, or their productions. Their conversational powers are aroused and improved. They learn to yield opinions gracefully; find that calmness and gentleness are sweet companions, that modest sentiments and soft tones have more sway than sharpness and positiveness. The power of kind and gentle conversation dawns upon them. They seek it, cultivate it, begin to regard it as an essential part of a good education. Surely, without good conversational powers a graduate must pass at a discount. He never can be more than fifty, at the highest, seventy-five per cent. of a man. An uneducated peasant who knows how to converse will be more than a match for him on most subjects.

The power of a correct and winning conversation is not cultivated as it should be, and by no means as it used to be forty or fifty years ago. The Rev. Levi Parsons, Miron Winslow, Hiram Bingham and President Olin, all Middlebury graduates, were superb men in conversation. Stars they were, and they threw their beams of light over half the world. George Ticknor, the friend and biographer of Prescott, the historian, cultivated his conversational powers with great assiduity and completeness. It was this which gave him such easy access to all the literary circles and courts of Europe. Metternich, the old prime minister of Austria, who ruled the empire twenty years ago with a rod of iron, and had a spy in every court in Europe, would refuse half a dozen Austrian officials, to have an hour's conversation with young Ticknor. Bursts of oratory may sway the multitude for the moment, like the tops of a forest lashed by a northern blast. Still it is discreet, gentle conversation that wins influence, makes friends, and when morally employed, builds up walls of adamant aginst evil doing. It is like a rosetree in a warm climate, always bearing sweet, charming flowers. If part of the time wasted in college was spent in little clubs of five or six, conversing together on interesting subjects, as they would wish to do in refined society, the results would be startling and lifelong. Extravagance, bombast in oratory or conversation, are always out of place and disgusting. Some fifty years ago the Sophomores at Middlebury did something wrong I suppose. The President, addressing the students on the matter, among other things said, with great emphasis, "Young gentlemen, before I will have such things done, I will set the college buildings on fire and walk out of town by the light of it." The honest ones laughed, and the rogues sneered. But it injured the President's influence. He never was respected in the college afterwards as before. If there is anything in the world more perfectly charming than an intelligent, modest, refined conversation, I know not what race has produced it, nor in what clime it grows. This matter was understood in the wise court of Solomon, when he said, Prov. 25:11, "A word fitly spoken is like apples of gold in pictures of silver." H. R. '19.

Energy will do anything that can be done in this world; and no talents, no circumstances, no opportunities will make a two-legged animal a man without it. — *Goethe.*

A strong will, a settled purpose, an invincible determination, can accomplish almost anything: and in this lies the distinction between great men and little men. — *Fuller.*

The Undergraduate.

Published Monthly During the College Year.

MIDDLEBURY, VERMONT, FEBRUARY, 1878.

EDITORS:

W. J. FISH, '78, *Editor-in-Chief.*

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D. P. HARDY, '78, H. W. HULBERT, '79.

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ONE COLLEGE YEAR..... $1 00
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Address all communications to THE UNDERGRADUATE, Middlebury, Vermont. No anonymous communications will be noticed.

EDITORIAL.

SINCE our last issue, two gentlemen have forwarded us five dollars each, for the support of THE UNDERGRADUATE. Both have received our thanks by letter, but we would tender them again through our columns. If others would emulate their example we could dispense with many advertisements, which now encroach upon our literary space.

One of these gentlemen was on the staff of the old UNDERGRADUATE, which began publication here in 1830. He would like to obtain complete files of the first three or four volumes, his own having been destroyed in the Chicago fire. If any one has such files to dispose of, he will confer a favor by communicating.

As will be seen from the present columns, one of our alumni has recently been the recipient of added political honors. And in this connection we have wondered heretofore why our college had not produced more men of political note. But we find that she *has* produced her *proportion* of such men as Silas Wright and Solomon Foot — furnishing a considerable number of Congressmen for other States, especially, it seems, for the State of Michigan. The only reason we can assign for her not producing even more is, that she used up too much of her material in furnishing D. D.'s and Professors — men of wide note in many instances — of great usefulness in nearly all.

WE are glad to notice the growing interest in the new grammar of Profs. Kellogg and Reed. From the advertisement given in these columns we learn that it has been in great demand, although out of press but a few months. The review of this book by Prof. Ezra Brainerd in the November number of THE UNDERGRADUATE will be remembered by all. This is truly, as there stated, "not a book of theories, but a manual of art." It is clear and practical. It is the condensation of years of experience. The science of grammar has been treated of more voluminously and profoundly by Prof. Brown and Prof. Whitney; but for the use of the younger scholar in the "Grammar School" this little book is unsurpassed.

THE question of the cap and gown has been agitated here somewhat of late, but it is a matter of congratulation that the students generally show little inclination to adopt them. If their introduction would make us better students, tend to benefit the college, or to increase a commendable interest in college life without making us appear ridiculous, we might advocate it. But however it may be for Harvard and some few other colleges, it is not for Middlebury to ape such a custom of the English universities.

WE are glad to notice an improvement in selection of declamations. Even the best selections from the old orators have become quite stale and uninteresting through too frequent repetition. Belonging as they do to a different school of oratory than is now in vogue, it is doubtful whether a study of such as models is desirable. The eloquence of a Henry in these days would probably be contemptuously branded

as sentimentalism or something worse. Perhaps we can show our respect for those old masterpieces in no better way than by suffering them to remain untarnished by our hands. Neither is there anything that indicates a return to the old school. The appeal to-day is more to the understanding than to the feelings.

It seems better, then, to study as models the best selections from later writers. Any attempts to revive the old style are pretty sure to be fruitless. We readily adopt changes in other departments and there is certainly no reason why we should not in this.

But it is not repletion alone that has rendered many of the common selections disagreeable. They have ceased to have any interest save as tokens of the orator's power. They were so closely connected with and dependent on the age and occasion that called them into being, that when separated from that age, they must necessarily lose much of their power. Neither is there any ground for the complaint that there is difficulty in obtaining selections of real merit that will also be interesting, while we have Emerson, Phillips, Holland, Ingersoll and a host of others to choose from. As far as the individual is concerned, the good derived from this exercise must depend more on the time and study given to his selection, than on the selection itself. But as regards those who have to listen to his exercise, both the time and study of preparation, and the care in selection, are equally important.

Mr. Thwing affirms in *Scribner's* that the upper quarter of a college class furnishes more men of eminence and high usefulness than the lower three quarters taken together. Four-fifths of the graduates of Harvard for fifty years, who obtained renown, ranked in the first quarter of their classes. In proof of this position, he cites particular names — among them, Presidents Woolsey, Seelye, Eliot and Porter — Professors Loomis, Bowen, Tyler and Dana; those of Everett, Bancroft, Longfellow, Holmes and Bryant, and among statesmen, Webster, Choate, Chase, Evarts and Cushing, President Pierce, Sir Robert Peel and Gladstone. Undoubtedly Mr. Thwing has given us correct statistics, and has drawn correct conclusions. That the old opinion should have received such currency is no cause for surprise, for the fallacy of maxims in general seems to be no insurance against their reception, if they are either agreeable or takingly expressed. This particular maxim with regard to valedictorians never being heard from again, no one has taken the trouble heretofore to disprove. The world has rarely asked for men's standing while in college. That, as Macaulay says, those who have been first in the competition of the schools, have been first in the competition of the world, is very likely the rule; but it was their excellence, born of well-used talents, of constant, energetic application, that gave them that success, not college marks. Hence there is no doubt that to study "for marks" as the term is, is a false motive, yet as Goethe says, the true man is sure to be revealed in the end, and "what's not in a man comes not out of him." Again, an indolent, careless studentship, even with the comforting, self-asserted assurance that valedictorians are never heard from again, is perhaps worse than the other case, for there, real, honest work is performed. Both are wrong. We believe as a rule, however, that real ability, energy, and purpose are sure to find their place in the end, and unimproved ability, or the want of ability, their's.

President Hulbert's address before the associated alumni of Barre Academy, last June, was requested for publication by the trustees of that institution, and has accordingly been issued. Its subject, "The Academy: Demands for it, and the Conditions of its Success," is treated in a thorough, able and interesting manner. We can scarcely specify particular portions of it, as of greater general interest than others; and yet, the discussion of the relationship of the college and the fitting school must be as well received as any. It is just such a discussion as has long been needed, and if the views expressed therein

were generally adopted and effectually carried out, the interests of education in the state would be greatly furthered. The correspondence on the first page also, is especially worthy of attention, freeing the address so completely and handsomely as it does, from liability to the criticism from a certain quarter, that it is too complimentary. We would like to give abstracts, but have not the space. The address has received commendatory notices from the general press of the state and will undoubtedly be read. The Academy has ordered a thousand copies of it for distribution, and the editor of the *New England Journal of Education*, reserves five hundred for his own private use.

The organization of a reading club in town, to which several of the students belong, leads us to say a few words with regard to reading while in college. There is a diversity of opinion here. Some maintain that the text-book should engross most of the student's time and attention; others that reading should be done in connection with the text-book, and still others, only that it should be done. The second class seem nearest in the right; but if they consider that their recommendation puts any limit upon the amount to be read, they are in error. Nearly all literature is contained in it; and perhaps this is well. The great danger, after all, may be that one will read too little, even greater than that he will fail to read properly. Yet the character of what is to be read, they evidently suppose determined by the text-book. This, however, could be but partially true. In connection with the study of English Literature, for instance, if one should read Smollett or Fielding in excess of the better authors, he would be a comparative loser.

As to the manner of reading, the old three-class division has never been improved upon: Those who read to *think*, those who read to write, and those who read to *talk*.

Nothing better can be said of the last class either, than that they do with books, as some with nobles; become acquainted with their *titles*, and therefore flatter themselves and boast to others, that they have a real acquaintance.

Concerning the first class, that is undoubtedly the one which reads with the truest purpose and consequently with the greatest profit. Not only in our own, but in all American colleges, there is decidedly too small an amount of thinking done. Much is taken upon "cram," with little heed of what may be its real significance or connection. Very little, comparatively, is carefully revolved in the mind, followed out in any or all the different channels, by which it would lead us through wide fields of thought, or it might be, to great isolated truths.

Next to independent thought, thought by means of books should be the student's aim. What is an education in the facts it gives, compared with its shaping power? But an education of facts, jumbled at that, is what the man who never reads to think, must for the most part receive. Of this reading to think, too much can scarcely be done: great quantities must be done, unless one have a power of original thought, equal to that of Aristotle. But then there is an abundance of experience in history, of beauty and inspiration in literature, of truth and fact in science, which no Aristotle, but only centuries of men could enact, whole schools of poets reveal and multitudes of philosophers discover.

Such abundance discloses to us that there is a reading of fact also, as well as a reading of thought. That there is too little reading in both these departments, though especially in the latter, is everywhere manifest in the student world. Our own library and reading-room are too little used. If, as Bacon says, reading makes a full man, though none of us would desire to be monstrosities of encyclopedical cramming, we should all choose rather the possession of a full brain, than the disgrace of an empty one.

The balmy days of spring bring in their train the annual Junior Ex. March 26th is the date, and the Juniors intend, no doubt, to make the occasion one of credit to their class. The Sophomores—but we forbear.

TOWN AND CAMPUS.

Will there be a Ram?

He did not have the sand.

Trade with our advertisers.

Have you selected a subject?

Did papa get that demerit paper?

Adelphi concert—Academy Hall, Feb. 27th.

Why don't you give me a copy of those new regulations?

They will kill that member if he gives those bills to a Fresh again.

He don't care what the Sophs say about him if they don't tell the truth.

The "Chip" at the Pierce House was quite well attended by the towns-people.

They had prayers at home, and he wasn't going to walk up to chapel in the rain.

The young people of town and college have enjoyed these bright nights coasting on the many hills of Midd.

The cap and gown question is being agitated to a considerable extent by the students. We hope ere long to see the C. and G. adopted by all classes.

Prof. (to Latin class): "How long before Cicero did Livy live?" Brilliant Soph: "I know, Professor." "How long?" Soph, smiling: "A good while."

P. F. Chapman has sold his dry goods establishment to T. W. Fletcher, formerly of the firm of Farnsworth & Fletcher. Tom has our good wishes.

The members of the class of '78 have each received a photograph of F. A. Leavenworth, a former member of the class, who died a year ago last fall.

Prof. Means delivered a lecture the first of the month on the subject "How to grow Rich." There was a good house and the lecture was pronounced a good one.

Prof. Brainerd delivered a lecture at Academy Hall, the fifteenth of this month, on "What's in a Name." Though the night was unpleasant there was a large and appreciative audience.

The first Shakspeare party of the season was given by Prof. and Mrs. Higley, the middle of the month. Nearly all ths Seniors and Juniors were present, and all agree that they had an elegant time.

The pound party held at the house of Prof. E. H. Higley was a success. Everything sold for a good price, and as each package was opened, many a good laugh was had at the expense of those who had paid a big price for nothing. The proceeds went for the benefit of the Congregational church.

Prof. (giving his opinion in Moral Science): "I believe that by the Garden of Eden this earth was meant." Inquisitive Senior: "Then where did Adam and Eve go when they were kicked out?"

Prof. Hall of '71 is giving the Seniors a series of lectures on Zoology. Professor Hall has been studying in Germany for some years, and his lectures are both entertaining and instructive.

Are not the members of the choir attempting more difficult music than they are able to master? Let us have less discord and a little more harmony, e'en though the music be not quite so classical.

Many thanks are due the President for his early attention to the paths. Last winter it was almost impossible to pass through the campus without falling down a number of times. But this year there is a great improvement.

Prof. Rose delivered a lecture at the College the other day, before the students, on Anti-Temperance. It is rumored that he delivered a lecture on Temperance the week before to the students at Burlington. He probably considered the needs of both.

How pleasant it is to see all the classes mixed up in morning prayers. A Senior's face looks good among the Freshmen, but when we see a Soph in the professor's chair and a professor sitting behind the chair, we think it is a little too much of a good thing.

The annual Junior Exhibition will be given on the evening of March 26. The Juniors have procured good music from Boston, and are doing everything in their power to make the entertainment a success. After the entertainment there will be a promenade concert.

A number of students and young people from the village attended a very pleasant party given at Bread Loaf Inn by Mr. Joseph Battell. The light fantastic was tripped until the wee, sma' hours. Part of the company remained over night and left for town the next morning a satisfied, happy, sleepy crowd.

Junior recitation room. A. reciting: "Some rhetoricians think that the burden of proof lies on one side and the presumption on the other." Class laughs and Prof. asks B. to correct it. B.: "I should say it never could happen so."

"Dear friends, come down with your money,
You have dined on my biscuit and honey
And now it is time you should go;
You rode all the way from the village,
My larder of food you did pillage,
Have danced a long time as you know.
Dear friends, come down with the 'lucre'
I've furnished you cards for your euchre,
Have shown you my wonderful calf,
I've delighted your sons and your daughters;
So give me your bright silver quarters:
Come down with a dollar and a half."

A hundred point game of whist has been played during the last two weeks. Before the last deal there was a tie, each side having ninety-nine points. The fatal time of playing was seven hours and twenty minutes. This is the first of a series of championship games.

First student: "I think I shall buy me a gold bar for my chain like yours." Second student: "Your spending so much in the bar-room will bar you from all such bargains." First student: "There's a bar possibility that I may *bar*row the cash." Second student: "That would be a piece of pure barbarity." Both collapse.

Poor boy! he had never been to a dance before, and he did not know that they were going to dance that night. But they did and he beheld their wickedness. His heart went out towards them in pity, and he felt all the worse because another fellow was waltzing with his girl. On the whole he wished he had not come.

It was a bashful Fresh that stood before the class officer trying to excuse his many absences from prayers. Prof. questions him closely. "You see, professor, I have been sitting up with a friend down street." Prof. "Is your friend in College?" "No, sir." "Who is it then?" "It is a—a—a—a young—guess I'll take my demerits!"

PERSONALS.

'29. The new digest of Vermont Laws, which is being prepared by the Hon. Daniel Roberts, will soon be completed.

'35. Dr. Kitchell preached the sermon at the installation of his son, as pastor of a church at Salisbury, Conn.

'36. Prof. J. D. Butler, Secretary of the Wisconsin State Historical Society, has lately been very successful in collecting ancient copper instruments for the Historical Society. Among them is a copper axe weighing 4 lbs. 12¼ oz., the heaviest prehistoric object of copper yet discovered. Other objects are spears (one with a unilateral barb, like some bone spears,) knives, beads, etc.

'39. Ex-Congressman William A. Howard, of Michigan, has been appointed governor of Dakota. And the fact is recalled that he is the man who turned the tide for Hayes at the Cincinnati convention by leading the Michigan delegation over to his support at the critical moment.

'40. Hon. E. J. Phelps recently gave his lecture on "The Education of the Eye" before a large audience at Bennington.

'40. Dr. Charles S. Allen, of Rutland, has returned from his Panama trip.

'40. The classical English Reader, by Rev. H. N. Hudson, has recently been published. Rev. A. P. Peabody, D. D., of Harvard University, says that it will do more than any or all books now in use toward creating a taste for good literature, and furnishes fit materials for the culture of such a taste.

'47. Among the sons of Vermont present at the banquet held in Chicago was Prof. George N. Boardman.

'55 and '57. Rev. Dr. Hooker and Rev. S. Knowlton assisted at a series of meetings lately held at the Congregational church at Ferrisburgh.

'65. Dr. John A. Wilbur, after a brief illness, died at his home in Norwood, N. Y. He had raised himself to the first rank in his profession, and being yet a young man, had the prospect of a brilliant success in life.

'69. H. S. Baker is superintendent of schools for Pierce Co., Wisconsin.

'70. Sidney A. Giffin, Esq., of Ludlow, recently gave a highly praised lecture on "Every-day Heroism," at Weston.

'71. A. B. Hepburn is chairman of the important Insurance Committee, for the present session of the N. Y. Legislature.

'71. Prof. W. E. Howard read the poem delivered by him before the Alumni Association, in the reading club course at Fairhaven.

'71. Prof. C. W. Hall, who has recently returned from Germany, where he has been pursuing his studies for the past two and a half years, is giving a course of lectures in Zoology to the Senior class.

'72. Wm. R. Page, of Rutland, is to superintend the exhibition of the Howe Scales, at the Paris Exposition.

'73. C. R. Turrill has commenced the practice of law in Burlington, having formed a partnership with L. L. Lawrence.

'74. Allen G. Conant, who has pursued the study of law in Salem, N. Y., was recently admitted to the bar.

'75. Lawrence Phelps, having passed a satisfactory examination before the Addison County Council of Examiners, has received a preacher's certificate.

'75. F. G. Swinington was in town for a few days recently.

'75. C. M. Wilds has left Yale, and is at present studying law with Wales & Taft in Burlington.

'76. The winter term of the Black River Academy, C. B. Farwell principal, closed on the 8th inst., with good prospects for the next term.

'76. C. M. Prynne has taken a voyage to Europe, for the benefit of his health.

'77. N. H. Munsill, in addition to his duties as principal of the school, is temporarily occupying the editorial chair of the Wallingford Standard.

'77. C. B. Warner recently made a short visit to Midd.

'80. S. B. Cady, after a short absence from college duties on account of sickness, has returned.

THE SANCTUM.

The consolidation of the *Neoterian & Collegian* was wisely conceived and happily executed.

It appears that its flattering reception had no unfortunate influence on the *Ariel*. It goes on improving.

The *Œstrus* has come to us from the University of California. It is a new enterprise, and we judge, has not fully developed.

"Ethics of Longfellow's Poetry" in the *Hamilton Literary Monthly* is a very sound, well-written article, but not easy in its divisions.

We await with suspense the result of the appeal from "An Old Wesleyanite," in the *College Argus*, for a "candid discussion of the marking system." We do not wonder that "Wesleyanite" has "failed to come to any decided opinion" on the subject, even with "all that has been said" concerning it, by the various college organs.

In the *University Herald*, we find the following: "Our idea of an editorial is, that it should be a discussion of some subject pertaining to college life, either local or general. If some new phase of college life is suggested, we should say that would be a proper topic to discuss. If some existing order of things should seem to be not proper, that would also supply another topic of discussion." We can only say that the *Herald's* editorials are very good proof of the correctness of that idea. Its locals too, are unusually spicy and interesting; though we think some of the personal allusions in them are not in the best of taste.

The *Brunonian* says: "The good that results from examinations, *such as we have been through*, we hold, is far overbalanced by the physical suffering caused by them, suffering which shows itself in the many tired and worn faces, which may be seen at the time of this writing. We have had our full share of work for the last three weeks, work which has pressed heavily upon us, and yet we frankly assert it as our belief that we have received no permanent benefit from this period, a period to us of hateful memories, extreme exertion, and severe mental strain." To be sure, we have no knowledge of the particular character of the examinations referred to: but judging from this doleful statement, they must have been very improperly conducted. If the practice of *fair. thorough* examinations was done away with, it could not but be a severe blow to the scholarship of our colleges; and no instruction ought to be considered as complete or very beneficial, until it leaves the student prepared for such a test.

OTHER COLLEGES.

Dartmouth boasts of her Glee Club.

The I. L. A. stock at Syracuse is below par.

Oberlin wants her students to read their Bibles more.

Tufts wants a gymnasium to prevent a feeling of laziness.

The students at Bates favor boating but are debarred by the expense.

Hamilton is greatly excited over a temperance movement "free from abuses."

Colby has just received a bust of John Milton, modeled in Rome, by Paul Akers.

From 75 to 83½ per cent is required to pass an examination at the University of Virginia.

Washington University treats her students to a series of magic lantern exercises.

Williams desires more books on Political Economy, and fewer on Antipedobaptism.

OBITUARIES.

'21. Rev. Luther G. Bingham, who died at Middlebush, N. Y., in January, was born in Cornwall, Vt. After graduating from Middlebury, he pursued the study of theology at Andover. He was pastor of the Congregational church at Marietta, Ohio, for twelve years, and was also settled as pastor in Williston. He was the author of many small works, and was considered as endowed with more than ordinary power of inspiring confidence and drawing people to himself.

'65. We have recently received the sad intelligence of the death of John A. Wilbur, M. D. Dr. Wilbur graduated from Middlebury in the class of '65, and at the time of his death was a practicing physician in Howard, St. Lawrence Co., New York. In college he was popular, and out of college he was respected and loved by the people among whom he had settled. Firm in his convictions, faithful in the discharge of his duties, he was respected and deferred to by his brother physicians in Northern New York, and though a young man of about thirty-five, was fast arriving at the places held by the older members of his profession. Dr. Wilbur had acquired an enviable reputation as a man and as a physician, and had every assurance of a bright future; but though cut off thus early in his prime, he has left us an unsullied name, good deeds, and a noble character whose memory will long be cherished.

PLUNDER.

An Oxford cap resembles an eclipsed dry moon, surmounted by a hearse panel and a band of black thread. — *Argus.*

"I'm glad I don't like celery," said a Fresh at the club table the other day. "Why are you glad of that?" "Because if I liked celery I should eat it, and I hate it." — *Ex.*

First Student — "What is the last game of cards mentioned in the Scriptures?" Second Student — "Give it up, B." First Student — "When Gabriel plays his last trump." — *V. U.*

College Incident. — First Junior: "I say, Tom, where is the Latin lesson?" Second Junior: "On page 304 of the horse; don't know where it is in the other book." — *Amherst Student.*

Girls, whose opinions about such things are always valuable, say that there is too much shirt collar and too little young man in the present fashions to suit their taste. — *Athenian Enterprise.*

"Man," says Victor Hugo, "was the conundrum of the eighteenth century; woman is the conundrum of the nineteenth century." We can't guess her, but we'll never give her up — no, never! — *Ex.*

No, I don't like dogs; I always expect them to go mad. A lady asked me once for a motto for her dog Spot. I proposed, "Out, damned Spot!" but she did not think it sentimental enough. — *Ex.*

Latest pun from Wellesley. A young lady who has recitation immediately after Chapel — "I wish I didn't have to carry so many books to Chapel. I feel more like a beast of burden than a beast of pray." — *Courant.*

"Man glories in his strength, woman glories in her hair; but this butter has a superabundance of both," said a Sophomore, as the oleaginous substance went round the table at one of our popular boarding houses recently.

We do not know where it originated, but it is too good to die — the story of the Senior who justified himself for studying on Sunday, by saying that "if the Lord approved the man for helping his ass out of the pit on the Sabbath day, much more will he approve the ass for helping himself out." — *College Index.*

A young lady in Brooklyn asked her young man why he called her his Ultra, and he courteously replied it was a Latin quotation. "This," said he, "is my knee, and when I add you to it I have my knee, plus Ultra, which is Latin for 'I don't want anything more on my knee.' Don't you see, my darling?" She said she did. — *Bates Student.*

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